



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution	LOYOLA COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr.L.Kulandai Theresal
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04428178415
• Mobile No:	9442066445
• Registered e-mail ID (Principal)	lcoechennai@gmail.com
• Alternate Email ID	iqaclcoe2018@gmail.com
• Address	Loyola College Campus, Sterling Road, Nungambakkam, Chennai - 600034
• City/Town	Chennai
• State/UT	Tamil Nadu
• Pin Code	600034
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

- Location **Urban**
- Financial Status **Self-financing**
- Name of the Affiliating University **Tamilnadu Teachers' Education University**
- Name of the IQAC Co-ordinator/Director **Dr. M. Caroline Maria**
- Phone No. **6383487158**
- Alternate phone No.(IQAC) **044-28178916**
- Mobile (IQAC) **9444845159**
- IQAC e-mail address **iqaclcoe2018@gmail.com**
- Alternate e-mail address (IQAC) **iqac@lcechennai.edu.in**

3.Website address

https://www.lcechennai.edu.in/aqa_r.html

- Web-link of the AQAR: (Previous Academic Year)

<https://www.lcechennai.edu.in/downloads/AQAR2019.pdf>

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<https://www.lcechennai.edu.in/calendar.html>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.79	2011	16/09/2011	15/09/2016
Cycle 2	A	3.48	2017	22/02/2017	21/02/2022

6.Date of Establishment of IQAC

03/06/2008

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11. Significant contributions made by IQAC during the current year (maximum five bullets)

*Life skills Certificate Course

* Placement Training

* Virtual Webinar – Career Guidance

* Teaching Practice Feedback collected from Head Masters and Guide teachers

* Performance Based Appraisal of Teaching Staff

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes

Orientation to B.Ed. First Year Students of 2020 - 21 batch	Students became aware of: (i) Teaching Profession. (ii) The capacity and standard of the College in the formation of Quality Teachers
Staff Orientation 2020 - 2021	Staff were given orientation on technology enabled teaching-learning
Life skills Certificate Course	Students learnt the techniques regrading Self- awareness, Positive thinking, Goal setting, Personal values, Spiritual values, Social values, Time Management, Health & Diseases, Physical fitness, Yoga, Emotional management, Stress management, and Conflict management
Online Webinar	B.Ed students were given lot of inputs on career guidance
Placement Training	(i) B.Ed students got trained in resume preparation, interview skills with a mock interview (ii) Students appointed as graduate teachers and post graduate teachers in various schools through campus interview
Performance Based Appraisal of Principal & Staff	(i) B.Ed students had done the objective evaluation about the performance of teaching staff through online using Google form. (ii) The results of (feedback) analysis in the form of self-explanatory with pie diagrams had been presented to each teacher educators for their perusal and further action with a view to strengthen their positive behaviours and to improve their weak areas as pointed out by the students in their feedback

13. Whether the AQAR was placed before statutory body? **No**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

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<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022	11/02/2022

15. Multidisciplinary / interdisciplinary

In order to fulfill the Objectives of NEP, our college will draft a roadmap for incorporating the features of NEP 2020. A discussion among management, principals and head of departments to understand the draft and different aspects of NEP was conducted. Diversity in curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision-making and innovation, critical thinking and creativity. The Faculty of Loyola College of Education uses different innovative methods and techniques like Blended learning, team teaching, correlation, and integration to provide multidisciplinary and interdisciplinary experiences to would-be teachers. During this pandemic, Loyola College of Education has organized different workshops for the students to provide them with training about online teaching and learning. Loyola College of Education is an affiliated college of TNTEU, Chennai. When University prepares or provides a curriculum or guideline to implement the multidisciplinary/interdisciplinary structure of the New Education Policy we will abide by it. This institution has already proposed and started creating enough infrastructure and planning to allow such facilities.

16. Academic bank of credits (ABC):

The Academic Bank of Credit concept is yet to be implemented by the affiliating university, Loyola College of Education is waiting for university guidelines to implement ABC.

17. Skill development:

a) Loyola College of Education is aiming at the formation of teachers instead of training them. The value of vocational training is well understood and the efforts are initiated by our institution. The vocational training for the students is given as an integral part of the curriculum also in addition we train the students to be men and women for others through the programmes like mentoring, spoken English and so on. The soft skills are

given as a short-term certificate course including the areas like value education, self-development, Health education, time management and personal management skill.

b) Right from the vision and mission of our college, we aim at addressing the challenges of the marginalized through all possible means. Constitutional values are practiced from the selection of students during the admission process till the end of their course. The celebration of all religious festivals by involving all the students promotes citizenship values. The inclusion of disabled students prepares the other students to understand their difficulties of them and develop a positive attitude toward serving the needy. The techno-pedagogical objectives drive us toward the adaptation to the new normal.

c) As an affiliated college, we are preparing our students based on the syllabus and guidelines by Tamil Nadu Teachers Education University. LCE provides them the certificate on life skills and spoken English as additional credits to the course.

d) In order to bring out the talents of the students our teacher educators assign them various activities. The special trainers are invited to train and evaluate the students on their specific skills. The students are provided with a training session on interview skills including the practice of drafting a resume, and oral and written communication followed by a mock interview with the help of the head teachers from different schools.

e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020.

Along with the training of teaching skills, our provides a greater platform for the students to exhibit their fine arts skills through talent search competitions, cultural activities, creative assembly, club activities and inter-collegiate competitions. Since the prospective teachers are diverse in nature in terms of language and opt for English medium education, we also offer them a short-term course for improving their English proficiency based on their needs

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

a)The college is practicing bilingual mode of teaching, in the bilingual mode one is vernacular language (Tamil) and other one is linking language(English). And

the above said bilingual mode of teaching continues both in offline and online classes. Since it is a College of Education, Management strictly following the Indian culture of dress code. Girl Students are asked to wear Traditional dresses like saree and Chuddidhar and boys are allowed to wear traditional costume along with formal shirt and pants.

b)The College management asked the faculties to take the class in bilingual wherever necessary.

The motive behind the bilingual mode of teaching is to bring-up learner with clear understanding of the concept under each Course. And there is no language restriction from TNTEU which is affiliation body of this college and it clearly specified the medium of instruction should be either in English or Tamil Language.

c)All the Courses other than the pedagogy of English, under the B.Ed. Programme are provided in Bilingual. They are (i) Childhood and Growing-up ii) Contemporary Indian and Education, (iii) Teaching and Learning, (iv) Language across the Curriculum, (V) Understanding Disciplines and Subjects (vi) Knowledge and Curriculum, (vii) Assessment for Learning, (Viii) Creating an inclusive School, (ix) Environmental Education, (x) Environmental Education (xi) value and peace Education (xii) Pedagogy of Mathematics, (xiii) Pedagogy of Physical Science, (xiv) Pedagogy of Biological Science, (xv) Pedagogy of Computer Science, (xvi) Pedagogy of History, (xvii) Pedagogy of Commerce. And the Pedagogy of Tamil is provided in Indian classical language.

d) (i) At present the efforts are being taken to preserve the classical language of Tamil through permitting our students to take part in the competitions like Tamil elocution, literary competition and essay writing conducted in other colleges as well as the above said competitions conducted in the institution

(ii) At the time of teaching, distinctive efforts are taken by the faculties to add knowledge of the Indian tradition as additional knowledge to their content

taught. The management also specially asked the staff to mention life time examples along with content teaching.

(iii) College celebrates the traditional Tamil festival called "Pongal" in the campus. At the time of preparation for festival , staff with the help of students put "Rangoli" (the ancient art of Indian community) in various places of campus. At the time of celebration of Pongal festival " Uri adi" the traditional game and "Rangoli" competition are conducted to boys and girls respectively . During cultural celebration students are encouraged to participate in traditional Art of "folk" and "Bharadhanattiyam" the classical dance of India.

e)College is in the good practice of conducting separate section of class for students who opted to study in Tamil medium. Though the Tamil medium class strength is minimal in number the college never give up the practice of having separate class for Tamil medium, this practice carried in both offline and online mode. In both the online and offline mode of teaching students have to follow the decent dress code of our Indian culture.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

As the institution affiliated with Tamil Nadu Teachers Education University, the institution follows the curriculum and syllabus prescribed by the university. But the institution strives hard for a better outcome with the particular syllabus. The ultimate aim of a teacher education programme is to produce a better human engineer. To accomplish this goal, Loyola College of Education organizes various seminars, orientation programmes, special talks, and workshops to mould future teachers. Loyola College of Education concentrates more on the holistic development of prospective teachers. In that way, Yoga, Socially useful productive work, developing e-content, etc. are taught to the prospective teachers in order to lead, manage and face challenges in the competitive world.

ii. Explain the efforts made by the institution to capture Outcome-based education in teaching and learning practices.

Loyola College of Education exercises many strategies to review the process during teaching-learning process such as

- ? Internal Examination,
- ? Class tests,
- ? Seminar presentation,
- ? Group Discussions,
- ? Micro Teaching, and
- ? Teaching Competency

These approaches comfort prospective teachers to enter their profession without any despair.

iii. Describe any good practice/s of the institution pertaining to Outcome-based education (OBE) in view of NEP 2020.

Loyola College of Education competes to engrave human engineers. The institution

constructs more possible ways such as

- ? Internal Examination
- ? Remedial classes
- ? Micro Teaching

- ? Creative Assembly
- ? Spoken English

Internal Examination and Remedial Classes:

The institution conducts 2 internal examinations to check the outcome. Follow up as well as render support for the slow learners' remedial classes conducted. Necessary measures are taken to enhance their learning ability.

Micro Teaching:

Teaching is a skill-based profession. To keep an eye on skills, Loyola College of Education not only teaches skills but also trains them. Micro Teaching Workshop conducted for every batch. Teaching Skills were taught to the students by the teacher educator and every prospective teacher was allotted time to practice each skill.

Creative Assembly:

Creative Assembly was conducted by each department. In the timetable itself, an

hour was assigned for creative assembly, in which prospective teachers showcase their talents and come out with different themes to create awareness and orientation about different topics. Creative Assembly articulates the leadership quality of the prospective teachers.

Spoken English:

Loyola College of Education emphasizes the importance of communication skills and trains them to enhance their teaching.

20.Distance education/online education:

Delineate the possibilities of offering vocational courses through ODL mode in the institution.

Loyola College of Education is affiliated with Tamil Nadu Teachers Education

University, so far ODL mode is not possible. Planning is going on to conduct

Diploma courses, Post-Graduation Diploma Courses, and Certificate Courses in the upcoming years.

b) Describe the development and use of technological tools for teaching learning activities. Provide details about the institutional efforts towards blended learning.

Loyola College of Education engages students through online platforms also. Teacher

Educators at Loyola College of Education create Blog, and Google Classroom, and

develop e-content for the benefit of prospective teachers. Study materials and

presentations, question banks were uploaded in Google classroom as well as in blogs

to study at their own pace. Online Quiz programmes and tests were conducted. Due to

the pandemic, Teacher educators were ready to render support through online classes.

Google Meet, Teams, etc. used to take online classes. Webex is used to conduct

online seminars, special talks, and orientation programmes.

Online Examinations

conducted through online platforms.

Extended Profile	
2.Student	
2.1 Number of students on roll during the year	173
File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	200
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	0
File Description	Documents
Data Template	No File Uploaded
2.4 Number of outgoing / final year students during the year:	134
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	134
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	173

File Description	Documents
Data Template	View File
4.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	4700072
4.2 Total number of computers on campus for academic purposes	99
5.Teacher	
5.1 Number of full-time teachers during the year:	22
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	22
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The college has formulated a structured and effective implementation of the curriculum with the flexibility to incorporate new ideas and guidelines. Affiliated with Tamil Nadu Teachers Education University, the college adheres to the regulations laid down by the University in particular. Our academic calendar is based on the timeframe provided by the University.</p>	

At the beginning of every new academic year, an institutional academic calendar is prepared. The tentative dates of important events, examinations, seminars, workshops and college activities are planned. Due to COVID-19 pandemic situation from March 2020. All the teachers delivered curriculum/ syllabus online by using various platforms i.e ZOOM, Google meet, MS Teams, Cisco Webex etc. Online teaching tools like google classroom, google forms were used to digitally organize, distribute, and collect assignments. Along with these, common e-mail ids. And WhatsApp groups were created for different batches which facilitated the quicker exchange of information between teachers and students. Interactive learning through quiz, group discussions and practical work, E-assignments, PowerPoint presentations, tutorials and extra/remedial classes, seminars, workshops, invited Talks, special Lectures, peer-to-peer teaching and encouraged to augment the learning abilities of the students. Online webinars and concept enrichment programme were also organized.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

D. Any 2 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.lcechennai.edu.in/plo.html
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available	
1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year	
15	
File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil
1.2.2 - Number of value-added courses offered during the year	
2	
1.2.2.1 - Number of value-added courses offered during the year	
2	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
202	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
202	

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

File Description	Documents
Data as per Data Template	No File Uploaded
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

File Description	Documents
Data as per Data Template	No File Uploaded
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

- **Group Assignments and Presentation** : Students were assigned group assignments and presentation to enhance their various technical and soft skills they were encouraged to apply concepts learned in classroom
- **College day , Culutral Activities & Conducting Assembly** are the programme help the students to acquaint programme specific skills along with event management, leadership, conflict management skills.
- **Group Discussions and Debates** inculcate participative learning and improve communication skills, idea generation and presentation skill.s among learners
- **Assignments, quizzes, presentations** Used to develop logical reasoning and problem- solving skills
- **Case study** Used to increase student participation and develop problem solving skill
- **Cultural awareness:** Festivals like Deepavali, Onam, Pongal and Christmas were celebrated with great enthusiasm. These festival celebration develop strong feeling integration among learners.
- **Moral values** The College strives to offer 'Value based education' by inculcating values like truth, sincerity, hard work and generosity in every activity performance

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Assessment systems and Norms & standards are taught to the teacher trainees by the faculties handling following subjects: Course 2: Contemporary India and Education, Course 5: Understanding Disciplines and Subjects, Course 8: Knowledge and Curriculum and Course 9: Assessment for Learning.

? Visit to Innovative Schools was cancelled due to lockdown during pandemic period.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Promotion of Creative Thinking:

- Students are encouraged to publish articles, poems, and short stories in the college magazine.
- The science students were entrusted with the assignment of preparing science projects and working models .
- Different clubs and societies organize plenty of academic and extracurricular activities in various fields like drama, debates & declamation; photography, creative writing, and poster-making Competitions.

Value-based Education through Rural Immersion

- To give students an understanding of the rural areas, and the problems that exist in the village

Induce Problem Solving Skills

Talks by eminent speakers -to prepare students to meet the challenges of life boldly

Mentor-Mentee groups have been formed to deal with academic and stress-related issues

Encourage Participative Learning

The college organizes different group activities such as group discussions, exhibitions, inter-college competitions, quiz contests, brainstorming sessions, seminars, workshops, fine arts competitions, paper presentations, debates, poster-making competitions, etc.

Lesson Plan and TLM preparation-Workshop

Enhances students' experiential learning as part of their training to become teachers.

Micro Teaching & Mini Teaching Workshop

Students enhance the following skills, preparation skills, selecting appropriate teaching materials, distribution and organization, and presentation.

Internship:

Students learn school teaching-related skills with these internships, which leads to the enhancement of their professional skills

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
1.4 - Feedback System	
1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	
File Description	Documents
Sample filled-in feedback forms of the stake holders	No File Uploaded
Any other relevant information	No File Uploaded
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	No File Uploaded
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
177	
2.1.1.1 - Number of students enrolled during the year	
177	

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

0

2.1.2.1 - Number of students enrolled from the reserved categories during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	No File Uploaded
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

1

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

1

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

Orientation Programme

A virtual one-day Orientation programme on 23rd Feb 2021 was organised for the I Year students by IQAC on Communication Skill, Teaching Profession B.Ed Syllabus, English Proficiency Test.

Concept Enrichment Programme

Concept Enrichment Programme as Bridge Course was conducted virtually for the 1st year student-teachers from 3rd to 10th March 2021. This was to make the student familiarise with the basic concepts of concerned pedagogy. The staff played a vital role in making this programme very successful. It refreshed the minds of the students.

Micro Teaching

Micro Teaching was conducted for 8 days from 22nd March & 7th to 17th April 2021 for the prospective teachers to enable them to gain confidence in the use of the following teaching skills as well as to become effective and efficient teachers.

Certificate Courses

A certificate course on Life skill was organized by IQAC for the I Years from 24th Feb to 2nd Mar 2021. With the changing educational trends, versatility in educational courses, availability of masses of qualified personnel, the competition for job acquisition and

job sustainability is becoming tougher. To get an edge over the competitors, students are left with no choice but to add values to their true potentials.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left

Two of the above

**to the judgment of the individual teacher/s
Whenever need arises due to student
diversity**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

1:18

2.2.4.1 - Number of mentors in the Institution

17

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

LCE promotes holistic development and skill accumulation through its teaching-learning process. All the staff members adopt student-centric methods - a judicious mix of offline and online pedagogies in the classroom. The teaching method varies from person to person and from subject to subject. These methods focus on enhancing the learning experiences of students and thereby achieving Outcome Based Education. Some of the methods adopted by the staff are

Experiential Learning. The student-teachers are encouraged to test and practice the concepts they learn in their subjects, which helps in enhancing their practical knowledge and builds confidence about the concepts learnt and different skills gained in the process. In order to bridge the gap between institution and school, the student- teachers are being taught content beyond the syllabus and are given various opportunities to practice. Field Trips, Educational Tours, Micro teaching, Mini Teaching and Macro teaching are some of the experiential learning methods followed by the staff. Participative Learning Participative Learning ensures active learning. It motivates the student-teachers to come forward and also helps them to understand the concept quickly

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

8

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	View File

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

307

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://drive.google.com/file/d/14A5V9owV0C7xnKsYxTzte2g1M6kU-EAg/view?usp=share_link
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

LCE provides mentoring support to the student-teachers in many ways. There is an independent Mentoring Committee that comprises staff members. Every academic year, a group of students are allotted to each staff member randomly, and the respective staff

would mentor their set of students regularly. Besides, a separate committee, the Secretary, the Principal and their respective Pedagogy staff mentor the students regularly in order to contribute to their professional development. The nature of mentoring efforts in the institution with respect to Working in teams The staff members provide continual mentoring support when the student-teachers are in teams through the following ways:

Micro, Mini and Macro teaching

Club Activity

Creative Assembly

Daily Assembly

Mentoring Groups

Post- Examination Feedbacks

Dealing with student diversity Every student comes from a different background and has unique capabilities and attitudes. So LCE provides mentoring support according to the different needs, abilities and capabilities of the students in the following ways: Staff contact with the Parents of the student. Celebration of various religious festivals, regional festivals and Cultures.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

NIL

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

<p>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)</p>	<p>Five/Six of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	View File
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Ten/All of the above
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File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students	All of the above
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through several activities such as Workshop sessions for effective communication
 Simulated sessions for practicing communication in different situations
 Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’
 Classroom teaching learning situations along with teacher and peer feedback

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

Three of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive

All of the above

<p>devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>													
<table border="1"> <thead> <tr> <th data-bbox="133 352 568 422">File Description</th> <th data-bbox="568 352 1404 422">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="133 422 568 485">Data as per Data Template</td> <td data-bbox="568 422 1404 485" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="133 485 568 617">Documentary evidence in support of each response selected</td> <td data-bbox="568 485 1404 617" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="133 617 568 749">Sample evidence showing the tasks carried out for each of the selected response</td> <td data-bbox="568 617 1404 749" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="133 749 568 814">Any other relevant information</td> <td data-bbox="568 749 1404 814" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Documentary evidence in support of each response selected	View File	Sample evidence showing the tasks carried out for each of the selected response	View File	Any other relevant information	No File Uploaded			
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Data as per Data Template	View File												
Documentary evidence in support of each response selected	View File												
Sample evidence showing the tasks carried out for each of the selected response	View File												
Any other relevant information	No File Uploaded												
<p>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event</p>	<p>All of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="133 1203 568 1272">File Description</th> <th data-bbox="568 1203 1404 1272">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="133 1272 568 1335">Data as per Data Template</td> <td data-bbox="568 1272 1404 1335" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="133 1335 568 1467">Documentary evidence showing the activities carried out for each of the selected response</td> <td data-bbox="568 1335 1404 1467" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="133 1467 568 1530">Report of the events organized</td> <td data-bbox="568 1467 1404 1530" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="133 1530 568 1625">Photographs with caption and date, wherever possible</td> <td data-bbox="568 1530 1404 1625" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="133 1625 568 1696">Any other relevant information</td> <td data-bbox="568 1625 1404 1696" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Documentary evidence showing the activities carried out for each of the selected response	View File	Report of the events organized	View File	Photographs with caption and date, wherever possible	View File	Any other relevant information	No File Uploaded	
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Data as per Data Template	View File												
Documentary evidence showing the activities carried out for each of the selected response	View File												
Report of the events organized	View File												
Photographs with caption and date, wherever possible	View File												
Any other relevant information	No File Uploaded												
<p>2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study</p>	<p>Two of the above</p>												

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

The practice teaching plans are developed in partnership cooperatively involving the school staff and Teacher Educators. The practicing schools are selected on the basis of the proximity of the student teachers' residence to the school. The ratio of student teachers per school for practice teaching is 5:1. The teaching practice lasts for 120 working days. The college establishes a good rapport and linkage with teaching practice school staff, mentor teachers and the head. An orientation for meeting the staff members of the school is held prior to the internship teaching; A case study is to be done on a student and necessary suggestions are to be given and the case is to be keenly followed. The comprehensive method of evaluation procedure is followed during the time practice teaching. Student performance evaluation is a major concern of our institution. The practice teaching is closely observed during the planning and execution The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to the teacher trainees daily. Practice also is given to use technological devices such as Interactive White Board, LCD, overhead projector, etc. The paper on ICT enables the teacher trainees to prepare the teaching aids for their intensive teaching. Students are given practice to prepare Video Assisted Instruction (VAI) and Computer Assisted Instruction (CAI) packages for teaching

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year**2.4.9.1 - Number of final year students during the academic year****134**

File Description	Documents
Data as per Data Template	View File
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The teacher trainee`s lesson plans are corrected and checked by

the mentors and teacher educators. Feedbacks are collected from mentor teachers and heads of institutions by the teacher educators. The feedbacks are obtained regarding the performance, and behaviour of the student teachers. The comprehensive method of evaluation procedure is followed during the time practice teaching. Student performance evaluation is a major concern of our institution. The practice teaching is closely observed during the planning and execution. The lesson plans are carefully corrected and remedies are suggested. The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to the teacher trainees daily. The teacher educator, whenever he visits the school, interacts with the mentors and the trainees and thus a real flow of feedback is ensured regarding the performance of the trainee. The feedback for each teacher trainee is collected from three different groups being the mentors, teacher educators and peer group. The competency of student teachers is assessed by the evaluation forms.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

Three of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns'

Four of the above

performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

17

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

7

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

135

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Loyola College of Education always encourages the teacher-educators to update themselves professionally.

The institution organised various webinars and also encouraged staff to participate in webinars organised by other institutions.

FDP on "E-Content preparation, A webinar on "Benchmarks of Research" organised by IQAC, LCE, Academic Staff Orientation Programmes organized by LICET, Webinar on Stress Management organized by Fr. Rector, Webinar on Perspectives and Prospects of NEP organized by AIACHE, A webinar on "Critical Analysis of NEP 2020" organised by LCE as part of Series of webinars by Jesuits. Fr. Secretary, Dr. Beulah, Dr. Caroline and Ms. Sridevi were the Resource Persons, FDP on "Sustaining the Culture of Secularism and Democracy" organized by Loyola College Institutions, Online FDP in "Research and Publication Ethics" organized by LIBA, A four-day workshop on Mentoring - "Hand-holding the student : Training for the Mentors" by Dr. Melchias Gabriel, Deputy Principal, Loyola College and Ms. Anitha Yazhini, Counsellor, Loyola College. During the COVID-19 lockdown, the teacher-educators attend FDP, state,

national, and international-level webinars conducted by other colleges to update their knowledge. Teacher-educators take the initiative to learn and keep abreast of the latest developments, and they use the most recent educational technology.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution
Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

LCE performs Continuous Internal Evaluation CIE, which is done mainly on the basis of the following components for every course each year. Regular CIAs Continuous Internal Assessment The CIAs are held a minimum of twice every year via online and offline. It would test the knowledge, understanding and the application of the concepts and ideas learnt by the student-teachers in the previous months. The question papers for the same are set by the respective subject staff members. Micro and Mini Teaching Micro and Mini Teaching Practicals are teacher training techniques practiced worldwide, providing the student-teachers an opportunity to perk up or enhance their teaching skills by improving the various simple components provided under each teaching skill. The core skills of microteaching such as presentation and reinforcement skills help the student-teachers to learn the art of teaching at ease and to the maximum extent. Assignments The assignments are given to the students in order to enhance their deductive and inductive reasoning on the topic given. It is assessed and is graded on the basis of clarity, consistency and the sense of hierarchy presented in his/her work.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound;

Five of the above

Institution adopts the following in internal evaluation
Display of internal assessment marks before the term end examination
Timely feedback on individual/group performance
Provision of improvement opportunities
Access to tutorial/remedial support
Provision of answering bilingually

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Loyola College of Education is committed to providing a congenial atmosphere for learning and personal growth of students. All the examinations are conducted in a fair and transparent manner without scope for any grievances from the students. Post internal examinations, the Principal analyses and evaluates the results produced by every staff member and the students are given back their evaluated answer scripts. Timely corrections are done by the teachers in the examination cell under the supervision of a controller in-charge. Students are permitted to assess their own performance and seek any clarifications. All queries are addressed at appropriate level. The institution has a structured and a distinct mechanism for student's grievance redressal. There are three ways in which students can express their grievances regarding examination, they are: Student Grievance Cell, Individual Consultation with the Secretary and the Principal, Mentoring Sessions. There is a separate Statutory committee for addressing the grievances of the students. There is also a Grievance Box in the institution, where the students can drop in their complaints

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Loyola College of Education follows meticulous procedure in planning, analyzing and implementing an Academic Calendar for every 2 years. There is a separate committee for the Academic Calendar. LCEs academic calendar is made in line with the academic calendar of TNTEU Tamil Nadu Teachers Education University. The college carries out effective planning to stick to the planned and formatted academic calendar. This allows the teachers and the students to space out their teaching and learning process. In accordance with the examination dates given by the university, our institution fixes dates for internal evaluation i.e. two internal assessments and a model examination every academic year. The Teaching Practical sessions Micro Teaching Mini Teaching and the Teaching Practice Macro Teaching of the student-teachers are also planned prior to the commencement of every academic year.

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The mission and vision of the college are achieved with the help of PLO and CO. Every programme has specific learning outcome and these learning outcomes are implemented by the faculty to the students while delivering the courses.

Programme consists of theory courses and practical components which enhance the teaching learning process of the student teacher. The designed PLO and CLO are communicated to the students during the orientation programme of the course and in regular classes. Tamil Nadu Teachers education university syllabus is followed for the entire programme. Course programme consists of core course, special courses and value- added courses which provide space for students to select some specific courses based on their areas of interest. Non semester pattern of evaluation is followed for the programme as

prescribed by the university. Programme learning outcomes are designed in such a way that it goes on hand with the practical components and theory courses. Faculty members regularly evaluate the achievement of CO.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Students are provided with the exposure of smart classrooms by utilizing it, they developed e content and e videos. Biological science student teachers e videos are uploaded. Students are also encouraged to create blogs by themselves independently. They also uploaded their power point in slide share. With the means of seminars and debates conducted in the class, they can attain progress towards their professional skill. They are also provided with the opportunity of observing demo classes from the pedagogy faculty. Meticulous planning and execution of micro teaching helps students to attain perfection towards their teaching skills. Micro teaching and Macro teaching make students gain knowledge on teaching learning process. Mini Teaching classes are conducted to the students before their Macro Teaching. In that mini teaching student teacher are given 20 minutes during which they cover all 8 components of teaching skills, it refined by comments from the faculty minutely and rectified their problems by themselves. Teaching faculties create awareness to students regarding Teachers Eligibility Test and other competitive exam which enrich their

professional skills.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment**2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year**

308

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Orientation programme was organized for first year students in order to enable them to become aware of necessary tenets of teaching profession and to find out their area of weakness. Due to the pandemic situation orientation was organized via online platform Cisco Webex. Orientation was planned for three sessions as two inputs sessions regarding teaching and B.Ed course and communication skill and the third session was conducted on English Proficiency test. All the students participated using google form. All the data were quantified and analyzed for further planning. Faculty in charge of this programme is Dr. Caroline Maria. She obtained feedback from the students. Later Mentoring programme was conducted for all the students with the faculty in regular intervals. Student`s problems were identified and rectified with

the mentoring programme which enhanced their learning process.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

Nil

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

Nil

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes

Three of the above

**during the year in the form of Seed money for doctoral studies / research projects
Granting study leave for research field work
Undertaking appraisals of institutional functioning and documentation
Facilitating research by providing organizational supports
Organizing research circle / internal seminar / interactive session on research**

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

**3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations
Encouragement to novel ideas
Official approval and support for innovative try-outs
Material and procedural supports**

One of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

6

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

4

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

1

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

176

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

1017

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

1017

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Due to the pandemic, a virtual camp was conducted this year, "A three-day virtual camp" was conducted on "Knowing and Responding to the rural realities of the marginalized". A team of resource persons, Jesuit Fathers, and their team members who dedicatedly work in different villages among rural and tribal people shared their experience to enlighten on the realities of marginalized lives. This programme was conducted to educate the young student teachers about the rural social system and community living in order to develop social responsibility and essential values in life. The session concentrated on the socioeconomic conditions of the marginalized people and support the communities.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

2

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

Nil

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

Nil	
File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded
3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	One/Two of the above
File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File
INFRASTRUCTURE AND LEARNING RESOURCES	
4.1 - Physical Facilities	
4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words	
The college campus is spread over an area of 1 acre 20 cents out of 2 acres and 37 cents together with a total plinth area of 28, 471.94 sq.ft. LCE has 13 classrooms with ICT and Wi-Fi facilities. Laboratories for Computer Science, Language, Psychology; Physics, Biology, and Mathematics to enhance academic performance.	

Infrastructure includes the Aruppe auditorium, IQAC office, Placement cell, COE room, Health room, Female and Male lounges and Staff Room. The Ground floor comprises of Secretary's room, Principal's room, Office room, Male staff room, Wellness room, Sports room, Female staff room, English Classroom and a multipurpose hall in an area of 9017 sq ft. The First floor has an auditorium, Library cum reading room, Computer Lab cum Language Lab, Tamil, Commerce and Computer classrooms in 9727.47 sq ft. The Second floor comprises of Biological Science classroom and Lab, 2 Smart Classrooms, a Female lounge, a Psychology Lab, Mathematics, Physical Science, History classrooms in 9727.47 sq ft. LCE is furnished with 89 systems (administrative office-9, for student teachers- 68 and faculty - 12). Play grounds so widespread to an area of 12, 29,900 sq ft in common for all the educational units of Loyola College Campus.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

13

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.lcechennai.edu.in/ict.html
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

12.12

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Loyola College of Education's library has Integrated Library Management System. (ILMS). The institution has been using the latest updated Autolib Version 1.0. The digital library serves to make the teaching and learning process effective. The software facilitates and computerized transaction of books which make the library access easier and enables to handle the library records systematically. Online system used in the library and library resources helps the students to use resources beyond their reach. Due reminders are sent through registered mail and through SMS alert. Using this, they may search for books; check the issue details, new additions in library and so on. Our college also offers the facility of Nonvisual Desktop Access (NVDA) software which is a free "screen reader" that enables visually impaired people to use computers. It reads the text on the screen in a computerized voice. NVDA provides the key to education for blind students.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.lcechennai.edu.in/library.html
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Teachers and students can use a website page for remote access.

Every student and teacher has their own login information. On that specific page, users can access the OPAC (Online Public Access Catalog) and view their transactions. LCE has tie up with Loyola College centralized library in using the remote access. Students are provided access to use digital databases which provide access to numerous online resources. Remote access e-databases are being used in the library. EBSCO, reliable information for all kinds of research, provides access to more than 6000 journals and 1,10,000 E-books. This could be used by anyone through registered mail id and password. Proquest, similar to EBSCO, contains resources related to management. Magzter, the world's largest digital newsstand, provides access to more than 3000 diverse magazines in various languages. DOAJ (Directory of Open Access Journals), which is an extensive index of diverse open access journals from around the world, provides access to research journals and articles on various topics. National Digital Library of India provides access to broad knowledge of all concepts, which is highly useful for budding teachers. Students can access these databases through their unique login ID details.

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

File Description	Documents
Data as per Data template	No File Uploaded
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.52	
File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded
4.2.5 - Per day usage of library by teachers and students during the academic year	
4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year	
906	
File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/drive/u/1/my-drive
Any other relevant information	No File Uploaded
4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan	One of the above

Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	
File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded
4.3 - ICT Infrastructure	
4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words	
<p>The Institution updates ICT facilities regularly. Our centralized Wi-Fi facility enables everyone to access the internet consistently. They receive 2GB daily with 100mbps. All classrooms are furnished with ICT facilities to enhance teaching and learning. It makes the process of learning much more interactive, student- Centered and enjoyable. Our digital library, computer, and language lab help to equip techno-pedagogical skills. Digital tools like biometrics, CCTV, digit clocks, and smart boards are available. 2 Air Conditioners in 2020, 9 desktops, 12 LED monitors, 3 desktops with DVD, one 4TB hard disk on 12th March 2021, 30 keyboards and mice, 1 HP Printer, 1 Canon camera, 1 Canon Xerox machine, 4 headsets, 4 webcams in 2021 and a finger-touch SMART board in 2021 are purchased. The Cisco Webex platform is bought for webinars, online teaching, and meetings. Training is provided to use it. The ICT committee takes responsibility for updating and using ICT facilities.</p>	
File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded
4.3.2 - Student – Computer ratio during the academic year	
3:1	

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

8.50

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The institution has established systems and procedures for maintaining and utilizing infrastructural facilities. The secretary of the college takes care of all the needs and maintenance of college assets. Every year the management spends a large amount for maintaining the physical, academic and support facilities. Roads, gardens, classrooms, staff rooms, washrooms and floors are mopped and cleaned periodically. Technical complaints and other repair works of college infrastructure and other support facilities are brought into management's notice and are carried out immediately. Psychology laboratory, Science laboratory, Computer lab, ICT lab, Language lab and classrooms are supplied with upgraded equipment and software based on the need of the students. Good numbers of books are bought each year and are well maintained by the librarian. Sports equipment are periodically revamped and new equipment are purchased. Upgrading software and purchase of new software and hardware are taken care of by the Computer Science Faculty. Annual Maintenance Contract (AMC) is taken for repairing and maintenance of property used by our college in order to ensure the quality of product and process. Inventory audit report is maintained properly that enables to enhance physical, academic and support facilities

File Description	Documents
Appropriate link(s) on the institutional website	https://www.lcechennai.edu.in/infra.html#
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

<p>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</p>	<p>Four of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="139 638 570 709">File Description</th> <th data-bbox="570 638 1404 709">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="139 709 570 772">Data as per Data Template</td> <td data-bbox="570 709 1404 772">View File</td> </tr> <tr> <td data-bbox="139 772 570 940">Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td> <td data-bbox="570 772 1404 940">View File</td> </tr> <tr> <td data-bbox="139 940 570 1073">Sample feedback sheets from the students participating in each of the initiative</td> <td data-bbox="570 940 1404 1073">View File</td> </tr> <tr> <td data-bbox="139 1073 570 1167">Photographs with date and caption for each initiative</td> <td data-bbox="570 1073 1404 1167">View File</td> </tr> <tr> <td data-bbox="139 1167 570 1234">Any other relevant information</td> <td data-bbox="570 1167 1404 1234">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File	Sample feedback sheets from the students participating in each of the initiative	View File	Photographs with date and caption for each initiative	View File	Any other relevant information	No File Uploaded	
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Data as per Data Template	View File												
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File												
Sample feedback sheets from the students participating in each of the initiative	View File												
Photographs with date and caption for each initiative	View File												
Any other relevant information	No File Uploaded												
<p>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</p>	<p>Nine or more of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="139 1541 570 1612">File Description</th> <th data-bbox="570 1541 1404 1612">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="139 1612 570 1675">Geo-tagged photographs</td> <td data-bbox="570 1612 1404 1675">View File</td> </tr> <tr> <td data-bbox="139 1675 570 1745">Any other relevant information</td> <td data-bbox="570 1675 1404 1745">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	No File Uploaded							
File Description	Documents												
Geo-tagged photographs	View File												
Any other relevant information	No File Uploaded												
<p>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of</p>	<p>A. All of the above</p>												

statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees													
<table border="1"> <thead> <tr> <th data-bbox="131 394 570 464">File Description</th> <th data-bbox="570 394 1404 464">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="131 464 570 558">Data as per Data Template for the applicable options</td> <td data-bbox="570 464 1404 558">View File</td> </tr> <tr> <td data-bbox="131 558 570 653">Institutional guidelines for students' grievance redressal</td> <td data-bbox="570 558 1404 653">View File</td> </tr> <tr> <td data-bbox="131 653 570 821">Composition of the student grievance redressal committee including sexual harassment and ragging</td> <td data-bbox="570 653 1404 821">View File</td> </tr> <tr> <td data-bbox="131 821 570 915">Samples of grievance submitted offline</td> <td data-bbox="570 821 1404 915">View File</td> </tr> <tr> <td data-bbox="131 915 570 982">Any other relevant information</td> <td data-bbox="570 915 1404 982">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template for the applicable options	View File	Institutional guidelines for students' grievance redressal	View File	Composition of the student grievance redressal committee including sexual harassment and ragging	View File	Samples of grievance submitted offline	View File	Any other relevant information	View File	
File Description	Documents												
Data as per Data Template for the applicable options	View File												
Institutional guidelines for students' grievance redressal	View File												
Composition of the student grievance redressal committee including sexual harassment and ragging	View File												
Samples of grievance submitted offline	View File												
Any other relevant information	View File												
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Four of the above												
<table border="1"> <thead> <tr> <th data-bbox="131 1409 570 1478">File Description</th> <th data-bbox="570 1409 1404 1478">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="131 1478 570 1545">Data as per Data template</td> <td data-bbox="570 1478 1404 1545">View File</td> </tr> <tr> <td data-bbox="131 1545 570 1745">Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter</td> <td data-bbox="570 1545 1404 1745">View File</td> </tr> <tr> <td data-bbox="131 1745 570 1812">Report of the Placement Cell</td> <td data-bbox="570 1745 1404 1812">View File</td> </tr> <tr> <td data-bbox="131 1812 570 1877">Any other relevant information</td> <td data-bbox="570 1812 1404 1877">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data template	View File	Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File	Report of the Placement Cell	View File	Any other relevant information	No File Uploaded			
File Description	Documents												
Data as per Data template	View File												
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File												
Report of the Placement Cell	View File												
Any other relevant information	No File Uploaded												
5.2 - Student Progression													

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
65	148

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year**5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).****37**

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)**1**

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The Students' Council of our college is a congress of elected representatives from all Pedagogy of the students, based on the rules & regulations framed by the College. The council accords due representation to serve as a bridge between the management and students; assist the college management in all activities. Sensing the needs of the student community the council acts in a pre-emptive manner so that smooth academic life is maintained and to work constantly for the welfare of the students and management. This is ensured through regular meetings between the principal, council coordinator, members, and students where the concerns, interests, and suggestions are received by the administration for appropriate decision-making and action, constantly acting as a liaison between the students and the management. It includes the conduct of intramural sports and cultural competitions, Christmas, Pongal, Teacher's Day, College Day, and other common celebrations. The council members occupy a share in the committees such as IQAC, planning and evaluation committee, students' welfare committee, and women's cell. Thus, the council is one such platform whereby proactive thinking, planning, and cooperative actions are initiated and the rest of the student community is expected to imbibe the same spirit of pro-activism.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	No File Uploaded
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

Nil

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	No File Uploaded
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The Alumni association of Loyola College of Education acts as an effective body in acting as a bridge between the management and the alumnus of the college. Every year the alumni association organizes a sale in the institution of jute products made by students of MITHRA, an institution for the differently abled, and the money from the sale goes to the benefit of MITHRA. The college also contributes money to AHAL institute in Kilpenathur which works with students belonging to the Dalit Community. The association also with the help of the institution selects the economically weaker students in the college and gives them new

dresses during Christmas as a gift from the college. During the pandemic, the alumni organization contributed a sum of Rs. 40,000/- through the college to the Tamil Nadu CM Corona Relief fund. The alumni association constantly tries to contribute positively to not just the institution but also to those who are downtrodden and needy as instilled in our institution's vision, mission, and objectives.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

**5.4.2 - Alumni has an active role in the regular institutional functioning such as
Motivating the freshly enrolled students
Involvement in the in-house curriculum development
Organization of various activities other than class room activities
Support to curriculum delivery
Student mentoring
Financial contribution
Placement advice and support**

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The alumni association of Loyola college of education is constantly involved in college activities. The alumni association's main goal is 'to serve as the institution's management, faculty, and alumni. The alumni keep in touch with the institution via mail, Facebook, and Instagram. The alumni of the institute are also invited to judge the various cultural programmes & sports competitions that take place in the institute. The alumni constantly provide their valuable feedback on the changes that take place in the institute. The alumni are informed via WhatsApp groups on the changes that are undertaken by the college and are constantly updated about the key decisions of the management. The alumni association every year in the spirit of Christmas conducts Good Samaritan Charity in which the alumni of the institute along with the current students, faculty, and management of the institute contribute things like toiletries, blankets, stationeries, etc. this is undertaken by the association and is collected in the college premises and the things which are collected are then distributed during the week preceding Christmas to various homes like Good Samaritan home in Egmore, Little Flower school for deaf and dumb, St. Joseph`s school in Soosaipuram.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Vision:

"Holistic formation of human engineers with techno-pedagogical skills to develop a humane society".

Mission:

- Forming compassionate, competent, conscientious, creative and committed teachers with techno-pedagogical skills using education as the key to empower the youth to bring about a desirable social transformation.
- Train and form responsible socially committed teachers who promote the fundamental rights and duties, values of liberty, equality and fraternity, uphold the constitution and affirm the ideas of secularism, social justice and sustainable development.

Nature of Governance:

LCE is a Jesuit institution functions under the guidance of the Provincial, the Chennai Jesuit Province. Along with him the Rector, the Secretary and the Principal lead the college in achieving its vision and mission. Under the leadership of the Rector, the Secretary executes the administrative functions of the college including the recruitment and employee engagement in the college while the Principal is bestowed with the power of exercising all the academic activities of the college.

The Management, Principal, Teaching and Non- teaching staff of the college collectively work to contribute to the holistic development of the prospective women student teachers. The Principal and Secretary is the Head of academic and administrative functions of the college .

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

A case of decentralisation and participative management at Loyola College of education is teachers' representation in committees and other forums. Every faculty in the college is a member of two or more committees in the college. The committees are the backbone of the college. Teachers' engagement in the overall functioning of the college through committees is enumerated below:

Teachers participate in committees that fulfil admissions and academic of the college. Participation and fulfilling of executive responsibilities in committees for the development of the institution. All staff is the coordinator and members of committees such as the Admission Committee, Examination Committee, the Anti-Ragging Cell, the Timetable committee, and the Mentoring Committee. Teachers are also members of the Internal Complaints Committee against Sexual Harassment.

Other student - centric committees like the Cultural Committee, the Placement Committee, and Women Cell promotes creative development, cultural enrichment, placement and communicative skills are also headed by the teachers.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

1. Financial Functions

The institutional accounts are maintained on daily basis as current account. The details of income and expenditure are subject to internal auditing by a qualified Chartered Accountant. The details of income and expenditure of the college is prepared by the accountant of the college for onward transmission to the internal auditing officer through proper channel (Secretary of the College) and this process is taking place once in three months.

2. Academic Functions

The college constituted different committees for smooth academic function i.e. IQAC, Internship Committee, Placement Committee, Admission Committee, Examination Committee and Time-Table Committee. Admission process is completely transparent. As per teaching workload timetable is prepared. According to time schedule, teaching and learning process is conducted. Internal and University examinations are taken as per university time schedule.

3. Administrative Functions:

For effective administration, we have a participative administrative mechanism. The IQAC monitors to enhance and promote the quality culture in the college. Various committees are constituted to carry out administrative functions. Teaching and non-teaching staff members are adequately represented on these committees. Students are represented on the student council.

Sports activities are conducted by the Director of Physical Education. There is a Fine Arts Committee for organizing cultural activities.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

1. Curriculum Development:

Though the institution being a non-autonomous college strictly follows the curriculum prescribed by the affiliating university, many attempts have been by the curriculum evaluation committee to discuss and review the curriculum for quality improvement.

2. Teaching and Learning

As the college had to close physically due to the covid-19 pandemic from 17 March 2020, online classes were conducted adopting various online techniques and strategies and revision was also done online to help the students.

3. Examination and Evaluation

As the scheduled date for Revision was during the lock-down period for pandemic it was conducted online for the benefit of the students.

4. Research and Development

Students are encouraged to take up small projects in their subjects. Teacher educators are encouraged to do higher level research leading to Ph.D and take up mini research projects .

5. Library, ICT and Physical Infrastructure / Instrumentation

The college library is equipped with adequate number of books and journals to run the B.Ed programme

6.. Industry Interaction / Collaboration

The management of the college had entered collaboration with the sister institutions of Loyola Campus (Loyola College of Arts & Science, LICET, LIBA, IDCR, ERI

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://drive.google.com/file/d/1KaWuTy1f5CGdwZ6WwMwMTA9kSEVus6dR/view?usp=share_link
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The long term plans and overall direction are spearheaded by the Provincial and the Board of Management. The Rector is the chief functionary of the college and head of the Board of Management. He is the Vice-Chairman of the Governing Body. The Governing Body and the Jesuit Higher Education Commission is a policy making body which periodically plans the policies pertaining to academic and administrative matters. The executive leadership consists of the Principal, IQAC Coordinator, and assisted by a number of committees. The participatory role of the management creates the opportunities of the college staff, which is necessary for the efficient functioning of the College. The college prepares the budget and the budgetary provisions will be placed in Governing Body for approval.

File Description	Documents
Link to organogram on the institutional website	https://www.lcechennai.edu.in/organisation.html
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

As per the vision and mission of the college, it ensures holistic education and train and form responsible socially committed teachers. The initiative of the college towards ICT integrated teaching aimed at equipping teacher educators in using digital tools for teaching-learning and assessment. It enables the teacher educators to be updated in educational applications to reach learners beyond boundaries. The college has been organizing training for staff to get trained in recent developments of the Technological and Pedagogical Content Knowledge. On-campus and online trainings are being organized for teachers to update their Technological and Pedagogical Knowledge. The teaching faculties of our college also serve as resource persons in those training programmes to train other college teachers. we have a plan to enable the ICT resources for the teaching learning process.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

1. During the first phase of lockdown in the pandemic period, Management provided a bag of rice and Groceries to three non-teaching staff (Mr. Raj Kamal - Office Assistant, Mrs.Kumari and Mr.Murugan - Maintenance Staff).
2. During the Christmas season; Sweet, Gift (Woollen Blanket) and wall calendar of the next year had been provided to both teaching and non-teaching staff.
3. A unit of Water dispenser is available at staff room and office room for the purpose of providing clean and pure drinking water to both Teaching and Non-teaching staff.
4. Unlimited internet access is provided to both Teaching and Non-teaching staff.
5. Management maintains the service of provident fund to both teaching and non-teaching staff
6. Staff provided with financial support to attend conferences / workshops

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

15

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

01

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The performance appraisal system is an effective and vital mechanism in any institution that helps to provide pertinent information about the employee skill, knowledge and overall performance through assessment.

Academic staff is assessed through the feedback form given to student-teachers at the end of every academic year and report of performance score sheets of the staff are carried by IQAC and made available to management and staff members. The Father secretary meets each and every staff personally and appreciates the good work and give suggestion about how to mitigate their weak performance.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The institutional accounts are maintained on daily basis as current account. The details of income and expenditure are subject to internal auditing by a qualified Chartered Accountant. The details of income and expenditure of the college is prepared by

the accountant of the college for onward transmission to the internal auditing officer through proper channel (Secretary of the College) and this process is taking place once in three months. If at all any clarification or objections from the auditing officer, then the accountant will give necessary clarifications through proper channel. The entire system of auditing comes under the follow up of the Campus Treasurer Office.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The college raises fund from the only source of fee collection from students. The finance committee is headed by Father Secretary, Accountant, Treasurer and Governing Body. Before preparing budget for next academic year, the staff members were asked to give their requirements relevant to lab, class room or staff room enhancement in write-up. The budget is presented before

the Governing body for its approval. Income and expenditure are closely monitored by the Treasurer office, Campus Financial Officer and the Father Secretary.

Other than regular sources and meeting out the routine needs, any special needs for creation of permanent structures in the campus or any capital expenditure which arises out of new developments are to be authorized by the Governing Body with the approval of Rev. Father Rector, the Chairman of the Governing Body

The college receives scholarships from the government for the eligible students who belong to Backward Community (BC), Most Backward Community (MBC), Scheduled Caste (SC) and Scheduled Tribe (ST) categories.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

Process of offering life skills and employability skills

Quality Assurance in LCE is to provide the best possible education service to students. It focuses on improving the processes to deliver quality education to the society. IQAC planned the process of offering orientation to staff and students in the beginning of the academic year and offer certificate programme for life skills to the students of LCE. Life Skills enable individuals to translate knowledge, attitudes and values into actual abilities. The Life Skills based education refers to an interactive process of teaching and learning that enables learners to acquire knowledge and to develop attitudes and support the adoption of healthy behavior. Life Skills education believes that early intervention and support at key moments in the lives of young people is vital. The process of teaching the course life skills to students was discussed and finalized in the training programme organized by the IQAC.

Practicing ICT teaching-learning process

LCE feels that the usage of Smart Class Technology and ICT resources will pave way for making entire teaching learning interactive, effective, easy and intuitive. So IQAC conducted training programme on the usage of Smart Class Technology,

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

Periodic Assessment of faculty and to enhance quality measures in all academic programmes in the institution, it conducts student feedback on teachers. In the feedback students evaluate subject knowledge, teaching skills, commitment, impartiality and attitude of the teacher. Teachers self-appraisal on the above said subject knowledge, teaching skills, commitment, impartiality and attitude of the teacher were assessed and the secretary of the institution had his own assessment points based of the students and self-appraisal on teachers towards teaching learning process.

Secretary at the time issuing the current year academic appraisal form of the teachers he personally compares and review with the previous year of the academic year appraisal form.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

5

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.lcechennai.edu.in/iqac.html
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.lcechennai.edu.in/aqar.html
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

The internal tests and other different modes of internal assessment are conducted in the non -semester pattern of examination, motivate the students to take up the academic activities seriously. The academic quality of each student was monitored through mentoring. Various workshops, seminars and guest lecturers were organized to expose the students for different academic and co-academic programmes. Combined with ICT skills the students are motivated for innovative teaching-learning process. The students are encouraged to use the book bank for preparing TET exams.

For second and subsequent cycles:

. Life skill programme was conducted in order to enhance the personality development of the students and value added courses like spoken English course was provided to increase the communication skill of the learners. Cisco Webex were purchased for the betterment of the teaching learning process and online programmes. Staff attended many conferences through online. Training is given to the students to prepare teaching aids. Techno-based teaching is practiced to make teaching effective. Model teaching is given to the students to be aware of the know-how of the nuances of teaching. Students are exposed to citizenship training camp to feel the hands-on-experience with the naïve truths and genuineness of the realities of life.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

Loyola College of Education has taken part in various initiatives to conserve the energy in the college campus. The campus is fully equipped to produce the maximum possible alternate energy by utilizing the natural resources. The alternate energy production is done through the solar panels installed at various units of the campus. The electric power produced through the solar units is used for the power needs of the campus. Our college campus satisfies 29% of the electricity need through the solar energy and the rest is being purchased from the state government of Tamilnadu.

Having realised the importance of promoting the need of energy conversation, the prospective teachers are instructed to do the following in order to characterise this value.

1. Turning off lights, fans and other electrical and electronic equipments when not needed.
2. Use of compact fluorescent lights (CFLs)
3. Computer should be used when needed.
4. Setting computers, monitors and copiers to use sleep mode instead of standby mode.
7. More use of water cooler for cold and hot waters rather than refrigerator.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

STP (Sewage Treatment Plant)

In Loyola campus treating 250 thousand litres of sewage water through Bio-culture treatment process daily. This plant is maintained by Pacific Clear Tech. Loyola ERI treat the water. Treated water is pumped for 6 hours a day for watering the plants in the campus.

Bio-waste Management

Our college campus utilizes 575 to 750 Kg of bio-waste from the campus daily for the production of manure and bio-gas. The collected waste is processed through the Bio-digester. The average production of methane gas is 50 Kg daily which is utilized in kitchens.

Organic Leaf Waste Management

More than 500 Kg of green wastes are collected in the campus every day. Leaf waste is mixed with slurry from the Bio-digester and processed for about 45 days to make it organic manure. This manure is fed to the plants in the campus. Different coloured dustbins are used to collect waste in the campus every day as Bio-degradable, Non-Biodegradable and harmful wastes. The broken and non-usable furniture are collected for repairs and restoration to the carpentry . The ICT team collects the E-waste to ensure safety of the students.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Four of the above
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File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	View File

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Loyola College of Education is committed to the maintenance of cleanliness, sanitation, green cover, and producing a pollution-free healthy environment. The maintenance staff of LCE disinfects toilets, classes, and common areas every day at regular intervals. Each room in the college has a set of cleaning supplies. There are dustbins all around the college premises, both inside and outside the classrooms. Sanitizer stands are placed at the entrance as precautions measures by following the Covid-19 SOP. For providing a pollution free-environment we encourage our students and staff the use bicycles/e-vehicles. The use of single-use plastic is banned in our college premises. The college has also organized a programme on go green in which different activities are performed

by students like plantation, for sustainable developments of natural resources, like the balance of ecology and steps of improvement and conservation of natural resources.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

LCE is always sensitive and emphatic towards social, environmental, and community problems. Seminars, webinars, and programs dealing with the issue of environment, society, and community periodically. We try to maintain harmony and create goodwill among students. Students of our college are from Tamil Nadu, Kerala, Andhra Pradesh, Telangana, Karnataka, West Bengal, Bihar, and Andaman Nicobar Islands.

In extension activities, the participation of faculties, students, and non-teaching staff is commendable in terms of helping each other to elevate their potential. Every student along with faculty members is fully involved in national developmental activities, and government and non-government campaigns. College plays an effective role as catalysts in the area to maintain peace and national integration. The college regularly organizes different activities for inculcating the values of tolerance, and harmony towards cultural diversities. The college thereby celebrates national days and important festivals to portray cultural differences.

The students and staff visited the school for the visually impaired, hearing impaired, and mentally retarded and an old age home to understand the need for an inclusive environment in the schools. We also offered them the needed provisions. The institution donated money, clothes, and food materials for the poor students of our college.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for

E. None of the above

students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	No File Uploaded
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

BEST PRACTICE-1

Student Orientation Programme-Online

Objective of the practice:

- To enable the students to understand the course literacy and ideology of LCE in forming the teaching professionals.
- To make the students become aware of the code of conduct in the college and on campus.

IQAC organized a student orientation programme on 23-02-2021. Orientation was planned for three sessions as two input sessions regarding teaching and B.Ed. course and communication skills and the third session was conducting an English proficiency test. Altogether, 170 students participated in the orientation. The feedback was collected from the students using Google forms.

BEST PRACTICE-2**Life Skill Development - Certificate Course-Online****Objective of the practice:**

- To enable the students to become aware of different life skills.

IQAC of Loyola College of Education has organized a Life skill development programme for first-year B.Ed. students 2020-2021 from 24th February to 2nd March 2021 for 5 days. All the Staff members were involved in handling different life skills. The focussed five areas were self-development, value education, time management, health education and personal management skills. This workshop was conducted for 170 students who pursue a first-year B.Ed. in our institution. Students and faculties were given participation e-certificates .

File Description	Documents
Photos related to two best practices of the Institution	No File Uploaded
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Loyola College of Education assures to give quality education to students to boost up their intellectual ability and to nourish their talents. The college also tries to enrich the students' cultural activities and in games and sports. The college prepares the learners to be a self-confident citizen with perseverance, patriotism and humanity. The main aim of college is to empower our future generation academically and this is well evidenced by the success of some students. The college incessantly makes great efforts to prepare its students not just for teaching service, but for the wholesome formation. This is done through a series of regular measures so that tradition and modernity are attempted to be blended, emphasizing learner's power and rights. The situational need of the pandemic situation to move from offline teaching to online teaching is practised intensively. The classes are planned in such a way to conduct the instructional classes in the morning session and follow up activities in the afternoon

session. The students are provided with the opportunity to get trained in using the micro teaching skills through the online workshop. The talents of the students are encouraged by conducting the online talent search competition.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File